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AUTHOR Carroll, Julie; And Others
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ABSTRACT

Described is a 10-step model of services for emotionally impaired elementary students which uses mainstreaming techniques and includes consultation, followup, parental involvement, team coordination, innovative programing, and coordination within the school district and community agencies. The model, which is in full compliance with P. L. 92-142 (Education for All Handicapped Children Act) and Michigan P. A. 198, is noted to focus on the least restrictive environment concept. The teacher's role in the model is outlined; and information on services provided by teachers, procedures and guidelines for placement in self-contained classrooms, the Michigan Special Education Code, and sample forms and checklists are appended. (SBH)

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AN EFFECTIVE MODEL FOR MAINSTREAMING EMOTIONALLY IMPAIRED STUDENTS

Developed In The
Willow Run Community Schools
Ypsilanti, Michigan

By
Julie Carroll, ACSW
Sherrie Gaye Katz
Craig Waters
Sandy Zaremba

Julie Carroll, ACSW, School Social Worker
Sandy Zaremba, Teacher Consultant,
Emot. Imp.
Craig Waters, Teacher of Emot. Imp
Sherrie Gaye Katz, Graduate Studer
addresses on p. 2

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An Effective Model For Mainstreaming Emotionally Impaired Students

Page

I. Topics and Presenters 2

II. Introduction 3

III. The Model of Services For Emotionally Impaired Students In the Willow Run Community Schools 4

IV. Conceptualizing a Teacher Consultant's Time 6

V. Appendix:

A. Some Services Which May Be Provided By Helping Teachers 8

B. WRCS Procedures and Guidelines For Placement In the Self-Contained Classroom For the Emotionally Impaired 9

C. Michigan Special Education Code (Excerpts) 11

D. Forms Used In the Willow Run Community Schools:

1. Special Education Referral Form 12

2. Steps In the Referral Process Form 13

3. Educational Planning and Placement Committee Meeting 14

4. Individual Educational Plan Form 15

5. Annual Review Form 16

VI. Bibliography 17

VII. Notes 18

TOPIC:	PRESENTER:
"From (Bill) Morse To Mandatory: A Historical Perspective."	SANDRA J. ZAREMBA Teacher Consultant for the Emotionally Impaired Willow Run Community Schools 1740 West Stadium Boulevard Ann Arbor, Michigan 48103 (313) 769-7147
"The Model Of Services To Emotionally Impaired Students and How It Works."	JULIA A. (JULIE) CARROLL, ACSW School Social Worker Willow Run Community Schools 1006 Lincoln Ann Arbor, Michigan 48104 (313) 662-6036
"The Role Of the Teacher Of the Emotionally Impaired In Preparing and Supporting Mainstreamed Students."	R. CRAIG WATERS Teacher of the Emotionally Impaired Willow Run Community Schools 504 West Davis Ann Arbor, Michigan 48103 (313) 761-8265
"Structuring the Teacher Consultant's Time For Effective Service On a Variety of Levels."	SHERRIE GAYE KATZ Graduate Student in Psychology Antioch College-West San Francisco, California Former Teacher Consultant for the Emotionally Impaired 1971 ~~South~~ Grove Street #A San Francisco, California 94117 (415) 668-6599

AN EFFECTIVE MODEL FOR MAINSTREAMING EMOTIONALLY IMPAIRED STUDENTS

Introduction

This workshop will present a 10-step model of services which we have developed during the past few years to create the least restrictive environment for emotionally impaired students at the elementary level in the Willow Run Community Schools.

While this model is based on services and programming for the emotionally impaired student, the mainstreaming techniques are applicable for students with any type of handicap. It is geared for success, and we feel can be replicated in any public school in the country.

The model is in full compliance with P.L. 94-142, and Michigan P.A. 198, and includes techniques for consultation, follow-up, parental involvement, team coordination, innovative programming, and coordination within the school district and with community agencies. Focus is always on the least restrictive environment in which the student can be successful. Periodic evaluation is critical to assure that the student is successful and that the program continues to be appropriate.

This model and program were developed by many people from different philosophies and training, working together - brainstorming, teaching each other skills, yielding to state mandates; but everyone always trying to improve our services to emotionally impaired youngsters. We will talk about our five years of experience with mandatory special education in Michigan and how our programs have been affected. We will expand upon each level of intervention and will include techniques used with and for students, staff and parents.

When considering how you might use this model, think about which part you might implement first; and who on your staff is not only skilled, but who can come up with creative and crazy ideas.

Questions from workshop participants are encouraged. Suggestions of how to begin this program with resources presently available to participants will also be included.

The Model Of Services For Emotionally Impaired Students In the Willow Run Community Schools

I. Student is in regular classroom 100 percent of the time, with E.I. teacher consultant* services to the classroom teacher.

II. Student is in regular classroom less than 100 percent of the time. E.I. teacher consultant services to the student on a crisis basis and/or for a regularly-scheduled structured intervention.

III. Student is in self-contained E.I. classroom with liaison services to regular education classroom.

IV. Student is in self-contained classroom for E.I.* 100 percent of the time with one teacher and a paraprofessional. Supportive services provided by special education team* members, regularly and on demand (crisis).

V. Student is in full-time residential care.

VI. Student returns from residential setting to self-contained E.I. classroom.

VII. Student is in self-contained E.I. classroom less than 100 percent of the time, and in a regular classroom for gradually increasing amounts of time.

VIII. Student is in E.I. classroom 50 percent of the time, regular classroom 50 percent of the time.

IX. Student is in regular classroom less than 100 percent of the time with E.I. teacher consultant services on a regular and (if necessary) crisis basis. Follow-up by E.I. teacher and social worker.

X. Student is in regular classroom 100 percent of the time with E.I. teacher consultant services to the classroom teacher. Follow-up by E.I. teacher and social worker.

*See page 5.

*Three Important Aspects of the program to be noted:

1. The E.I. consultant role in the above continuum is based on Dr. William Morse's crisis/helping teacher model. (Dr. Morse states that Willow Run is <u>one</u> of the <u>very</u> few districts still using the original crisis/helping teacher model developed by him and the Ann Arbor Mack School staff several years ago).

2. Decisions made at each level are made on a team basis. The team composed of (at a minimum) - teacher consultant, social worker and/or psychologist, parent, administrator, any may also include learning disabilities consultant, speech therapist, nurse, classroom teacher, student, relevant community agency personnel, consultants from intermediate school district, and advocates.

3. The E.I. self-contained classroom is housed in a regular education elementary building and is a total therapeutic environment with focus on social and emotional growth to enable academic growth.

Conceptualizing A Teacher Consultant's Time

In our system most emotionally impaired students are mainstreamed, and the teacher consultant is responsible for the success of each of these students. To make sense of this juggling act, we began to look at how we spend our time, and to ask: (1) how much time does it take to do some of our activities, and (2) what is the most effective way to function?

To do this we began to record and evaluate exactly how we spend our time.

One system we've used and like is to classify our activities as:

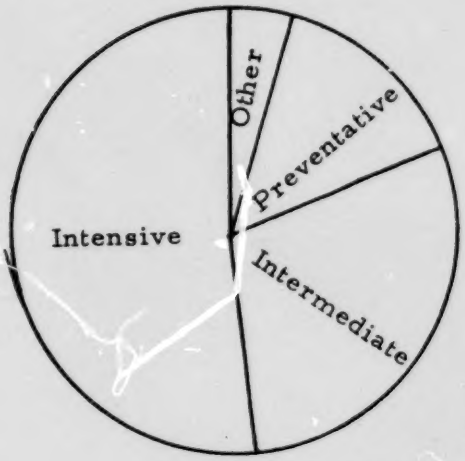
(1) Intensive
(2) Intermediate
(3) Preventative, and
(4) Other

Within each of these classifications our work can be further delineated into the following categories:

A. Students - individual and group cases, crises and consultation
B. Types of student-related activities
C. Student special education referrals
D. Goals and objects: I.E.P.'s
E. Case and program consultation with staff.
F. Case and program consultation with parents
G. Involvement with school programs
H. Involvement with district programs and people
I. Agencies and people outside the district
J. Professional development

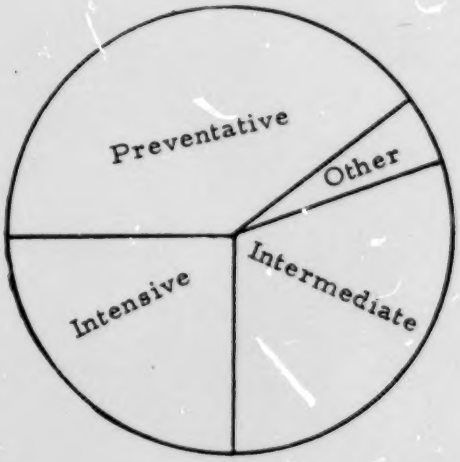
After classifying <u>all</u> activities, we then assign the percentage of the month's (or week's) time spent on each.

The examples below are a visual conceptualization of how these percentages might look when compiled into the four classifications:



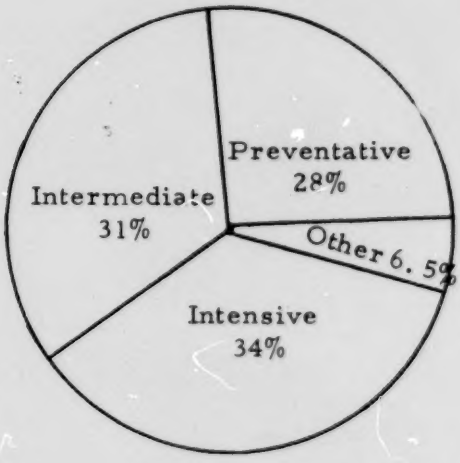
Example

or



Example

More specifically, December, 1975, looked like this:



For each of us the pie will look different, and for most of us it will change from month to month. (Those changes can help show the best time during the year to schedule some time-consuming activities... ...annual reviews, for example.)

This conceptualization helps us to look at our jobs in a way to get ideas of where to make changes, answer our critics, and to document gaps in servies to students.

APPENDIX

Some Services Which May Be Provided By Helping Teachers

1. Informal weekly meetings with the school principal.
2. Meetings with a mental health consultant (if available).
3. Working with mental health committees. [These committees are usually composed of the principal, mental health consultant (if available), helping teacher, speech teacher, school nurse, and any teachers who wish to become involved. This emphasizes the team approach to promoting mental health in the school.]
4. Coordinating tutorial services (Students from university, parents, etc.).
5. Cross Age Helping Program. [In this program older children (third through sixth graders) help younger children (kindergarten through third graders) on a regular basis. For more information, write Peggy Lippitt, Institute of Social Research, University of Michigan, Ann Arbor, Michigan.]
6. Handling crisis situations upon request or taking the teacher's class so that the teacher is free to handle the problem with the child.
7. Meeting with parents when requested by the classroom teacher (alone, joint conferences with the teacher and/or principal).
8. Classroom observations when requested by teachers on general classroom management problems or an individual child whom the teacher has referred.
9. Periodically teaching special classes when requested by the classroom teacher.
10. Compiling lists of materials on mental health for use in the classroom.
11. Helping classroom teachers plan special units.
12. Coordinating testing arrangements and screening committee meetings. Referral and screening systems must be selected to best suit the needs of each school to reduce the possibility of overlapping and to facilitate the growth of communication through the team concept.
13. Working with individual students.
    a. Academic remediation when the student's emotional problems are perceived as being caused by academic failure. (Care must be taken to prevent this from becoming a "dumping ground"!!!).
    b. Counseling through games, hobbies, discussions, etc.
14. Liaison between community mental health agencies and the school.
15. Planning and coordinating innovative school programs in preventative mental health.
16. Helping coordinate activities for community-school involvement.
17. Helping with kindergarten orientation programs for pre-schoolers.
18. Helping with junior high orientation programs for sixth graders.

WILLOW RUN COMMUNITY SCHOOLS
Ypsilanti, Michigan 48197

PROCEDURES AND GUIDELINES FOR PLACEMENT IN THE SELF-CONTAINED CLASSROOM FOR THE EMOTIONALLY IMPAIRED

I. REFERRAL

1. General education teacher or interested person makes referral to helping teacher and/or principal.

2. Principal or teacher contacts parent(s) re: referral to helping teacher.

3. Helping teacher does screening and written observations. Teacher fills out behavioral check list.

4. Helping teacher brings formal referral to special education team meeting.

5. Formal referral is filled out (parental permission).

II. EVALUATION

1. Teacher, helping teacher do written reports to include behaviors, techniques which have been tried; which are successful, which are not. Students strengths and weaknesses.

2. Formal evaluations by social worker and psychologist with specific reference to Rule 6 of P.A. 198. Evaluation to include parent's view of the problem, notation of any outside services received (releases signed to obtain information).

3. Notification to parents of possible options, including self-contained classroom, results of evaluation.

4. Results of evaluation. Discussion with E.I. classroom team regarding this student and composition of the room. Note: birthdays--oldest, youngest, this student. Make specific reference to Rule 41, P.A. 198.

III. E.P.P.C. (1)

1. Substitute to be hired for receiving teacher, arranged by principal.

2. Visit of student and parent prior to placement, arranged by sending helping teacher.

3. Half-time placement for approximately one week.

4. Transportation to be arranged by special education administrator.

5. Full-time placement.

6. Informal bi-monthly progress evaluation to be done by some of the following: social worker, psychologist, helping teacher, E.I. teacher, nurse; arranged by E.I. teacher.

7. Frequent parental contact by some member of the team arranged by the E.I. teacher.

IV. INTEGRATION E.P.P.C. (2)

1. Gradual integration into regular education classrooms to be arranged by E.I. teacher.

V. RE-EVALUATION

1. When integration is up to 50 percent of the day for one-two months, prepare an E.P.P.C. for return to home school.

2. Principal to notify receiving principal of planned return.

3. E.I. teacher to notify receiving helping teacher.

4. Receiving principal and director of special education select receiving teacher based on step five.

5. Report written by E.I. teacher to include behavioral observations, strengths, possible problem areas, successful techniques.

6. Parent conference.

7. Reports by social worker and psychologist.

VI. E.P.P.C. (3)

1. Subs to be hired for E.I. and receiving teachers.

2. E.I. teacher and student to visit receiving classroom.

3. Close communication between E.I. teacher and receiving helping teacher.

4. Half-time integration for two weeks or any amount determined by E.P.P.

5. E.I. teacher to call student and teacher twice a week for a minimum of two weeks.

6. Helping teacher services on regular basis when student is full time in regular classroom.

VII. FOLLOW-UP

1. Progress meeting (and report) after about one month to include receiving teacher, helping teacher, parent, E.I. teacher, to be arranged by receiving helping teacher.

2. E.I. teacher and helping teacher to be included in selection of next year's classroom. Final decision made by building principal.

3. Student to be seen by helping teacher on a regular basis for a minimum of one year following full-time regular education placement.

4. Helping teacher will maintain regular contact with parent.

Julia A. Carroll
R. Craig Waters
Sandra G. Zaremba

Emotionally Impaired, Defined

RULE 6. "EMOTIONALLY IMPAIRED" MEANS A PERSON IDENTIFIED BY AN EDUCATIONAL PLANNING AND PLACEMENT COMMITTEE, BASED UPON A COMPREHENSIVE EVALUATION BY A SCHOOL PSYCHOLOGIST AND SOCIAL WORKER, A CERTIFIED PSYCHOLOGIST, A CERTIFIED CONSULTING PSYCHOLOGIST OR A CERTIFIED PSYCHIATRIST, AND OTHER PERTINENT INFORMATION, AS HAVING 1 OR MORE OF THE FOLLOWING BEHAVIORAL CHARACTERISTICS:
(A) DISRUPTIVE TO THE LEARNING PROCESS OF OTHER STUDENTS OR HIMSELF IN THE REGULAR CLASSROOM OVER AN EXTENDED PERIOD OF TIME.
(B) EXTREME WITHDRAWAL FROM SOCIAL INTERACTION IN THE SCHOOL ENVIORNMENT OVER AN EXTENDED PERIOD OF TIME.
(C) MANIFESTATION OF SYMPTOMS CHARACTERIZED BY DIAGNOSTIC LABELS SUCH AS PSYCHOSIS, SCHIZOPHRENIA AND AUTISM.
(D) DISRUPTIVE BEHAVIOR WHICH HAS RESULTED IN PLACEMENT IN A JUVENILE DETENTION FACILITY. (R 340.1706)

Composition of Class Load

RULE 41. A SPECIFIC REQUIREMENT FOR PROGRAMS AND SERVICES FOR EMOTIONALLY IMPAIRED PERSONS SHALL BE THAT NOT MORE THAN THE EQUIVALENT OF 10 FULLTIME PUPILS SHALL BE ASSIGNED TO A TEACHER. (R 340.1741)

Role

RULE 49. THE TEACHER CONSULTANT FOR SPECIAL EDUCATION:
(A) SHALL PROVIDE SERVICES TO PUPILS WHOSE HANDICAP IS SUCH THAT THEY MAY BE EFFECTIVELY EDUCATED WITHIN A REGULAR CLASSROOM IF SUPPORTIVE SERVICE IS PROVIDED TO THEM.
(B) SHALL PROVIDE CONSULTATION TO REGULAR CLASSROOM TEACHERS WHO HAVE HANDICAPPED PUPILS INTEGRATED INTO THEIR CLASSROOMS.
(C) MAY BE EMPLOYED TO WORK AS AN ITINERANT STAFF PERSON IN 1 OR MORE SCHOOL BUILDINGS.
(D) SHALL CARRY AN ACTIVE CASELOAD OF NO MORE THAN 25 HANDICAPPED PERSONS.
(E) MAY WORK WITH A REGULAR CLASSROOM TEACHER FOR A TOTAL OF NOT MORE THAN 10 CONSECUTIVE SCHOOL DAYS TO EVALUATE THE EDUCATIONAL NEEDS OF A PERSON SUSPECTED OF HAVING AN IMPAIRMENT AS DEFINED IN RULE 2. (R 340.1749)

WILLOW RUN COMMUNITY SCHOOLS

SPECIAL EDUCATION SERVICES REFERRAL FORM

Date_____

Note: All referrals for Special Education services outside your building must be coordinated through the Helping Teacher. It is assumed that this referral has been discussed with the Helping Teacher and approved by the Principal.

Name of person being referred_____

Date of Birth_____ Sex_____ Grade_____

School_____ Teacher_____

Parent/Guardian's Name_____

Address_____ Phone_____

Referring Person_____ Position_____

School or Agency_____

Parents contacted re. referral: Date_____ Person making Contact_____

Please complete the following information:

Academic Level		Social Functioning	Yes	No
Reading	_____	Liked by peers	____	____
Math	_____	Liked by adults	____	____
Other	_____			

Other	Yes	No
Physical Problems	___	___
Suspect Mental Impairment	___	___
Completes Assignments	___	___

Describe briefly the reason for the referral and what kind of assistance desired.

Action taken_____ by_____ on_____

_____ by_____ on_____

cc: Special Ed. Director (White Copy)
Diagnostic Personnel (Yellow Copy) (2)
Helping Teacher (Pink Copy)

WILLOW RUN COMMUNITY SCHOOLS

REFERRAL PROCESS

Child's Name_____

Date

_____ 1. Teacher discusses child with principal.

_____ 2. Teacher writes summary of concerns for helping teacher. Principal arranges meeting of teacher, parents, principal and helping teacher to discuss referral.

_____ 3. Special Education referral, permission for psychological evaluation forms are filled out. Release of information forms are signed by parents.

_____ 4. Helping teacher screens referral. Screening may include:
- _____ a. diagnostic testing
- _____ b. classroom observations and teacher contacts
- _____ c. review of records
- _____ d. agency contacts
- _____ e. up to 10 diagnostic sessions
- _____ f. written summary of screening
- _____ g. other

_____ 5. Team member(s) evaluate. This may include:
- _____ a. formal and informal testing
- _____ b. classroom observations and teacher contacts
- _____ c. agency and previous school contacts
- _____ d. home visits and parent contacts
- _____ e. other

_____ 6. Team member(s) act on evaluation by:
- _____ a. consultation with referring teacher
- _____ b. consultation with helping teacher
- _____ c. feedback to parents before E.P.P.C.
- _____ d. informal case conference at team meeting
- _____ e. recommending E.P.P.C.
- _____ f. referral to outside diagnostic service
- _____ g. other

_____ 7. E.P.P.C. arranged by helping teacher
- _____ a. written notice sent to parents
- _____ b. all appropriate persons invited
- _____ c. forms and reports prepared

_____ 8. Program or service begun
- _____ a. follow-up at team meetings
- _____ b. follow-up with regular classroom teacher
- _____ c. other

WILLOW RUN COMMUNITY SCHOOLS
Ypsilanti, Michigan 48197

Student No. _____ ___
Check One: New Student_____
Change_____
Delete_____

Educational Planning & Placement Committee Report

Name_____ Birthdate_____

Address_____ Phone_____

Parent/Guardian_____

Date(s) of Evaluation(s)_____ Examiner(s)_____

Educational Planning & Placement Committee Meeting

Place_____ Date_____ Time_____

Chairperson_____

Members Present

_____ _____ _____
_____ _____ _____
_____ _____ _____

Primary Impairment_____
Recommendations:
Program Placement_____
Supportive Services_____
Goals & Means of Evaluating Goals_____
_____
_____
_____
_____
_____
_____
Re-evaluation date_____ Person responsible for plan_____
Parents Notified_____ Attended EPPC: Yes_____ No_____

FOR PARENTS USE: (Complete questions 2 and 3 if question #1 was answered "No".)

1. I agree with the proposed recommendation and waive the right to a hearing so that the educational plan can be carried out. Yes _____ No _____
2. Were you informed of your rights to contest the proposed action at a hearing? Yes___ No
3. Did you receive a list of organizations that are available to help you request a hearing? Yes _____ No _____

Date_____ _____
Parent/Guardian Signature

_____
Witness

cc: Special Education Office (white copy)
Parent (yellow copy)
Teacher (CA-60) (gold copy)
Program Coordinator (pink copy)

WILLOW RUN COMMUNITY SCHOOLS
INDIVIDUAL EDUCATIONAL PLAN
Special Education Department

Student_____ School Year_____

Teacher_____ Date_____

Parent/Guardian_____ Department_____

A. Present level of educational performance:

B. Annual goals:

C. Specific special education and general education services and programs:

D. Anticipated duration of services and date services are to be initiated:

Annual Review_____

E. Evaluation procedures and schedule that will be used to assess the student's achievement on the selected performance objectives.

F. Appropriate signatures:

_____ _____
(Name) (Title) (Name) (Title)

_____ _____
(Name) (Title) (Name) (Title)

REVIEW OF EDUCATIONAL PROGRAM & PLACEMENT

District:

Name_____ Birthdate_____ Date of Review_____

Address_____ Phone_____

Parent/Guardian_____

School_____ Teacher_____ Program_____

In compliance with Public Act 198 of 1971, 340.1722 (e), State of Michigan, the records of this child have been reviewed and the results of the review of the educational placement and/or services are here reported.

MATERIALS REVIEWED:

1. E.P.P.C. Report ☐
2. Individual Educational Plan ☐
3. Psychological Report ☐
4. Other ☐

RECOMMENDATIONS:

- ☐ Continuation of current educational status.
- ☐ Referral for additional diagnostic services.
- ☐ Referral to an educational planning and placement committee (EPPC) for possible change of educational status.
- ☐ Other_____

REPORT ON PROGRESS TOWARD EPPC GOALS:

Personnel conducting review:

_____ _____

_____ _____

_____ _____

cc: Special Educ. Dir. -white copy
Parents - Yellow copy
CA 60 - Pink copy
Program Coordinator - gold copy

_____
Special Education Director

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